

## *HealthSmart* Alignment with North Carolina Essential Standards for Health Education



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# GRADES K–5

HEALTH STANDARDS		GRADE K	GRADE 1*	GRADE 2*
<b>Mental and Emotional Health</b>				
<b>K.MEH.1</b>	<b>Remember the association of healthy expression of emotions, mental health, and healthy behavior.</b>			
K.MEH.1.1	Identify a variety of feelings that people experience and ways of expressing them.	<b>2</b>		
K.MEH.1.2	Demonstrate personal responsibilities for actions and possessions.	<b>2</b> [managing emotions], <b>5</b> [brushing teeth], <b>6</b> [washing hands]		
<b>K.MEH.2</b>	<b>Identify that effort and practice lead to improved skills.</b>			
K.MEH.2.1	Remember that mistakes are important for learning.	Not covered		
K.MEH.2.2	Remember that practice is needed to improve performance.	Can be included in <b>5, 6, 12, 13, 14, 19, 23, 25</b>		
<b>Personal and Consumer Health</b>				
<b>K.PCH.1</b>	<b>Demonstrate age-appropriate personal behaviors that promote health and prevent disease.</b>			
K.PCH.1.1	Identify that healthy behaviors impact personal health.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</b>		
K.PCH.1.2	Use steps of correct hand washing at appropriate times throughout the day.	<b>6</b>		
K.PCH.1.3	Model proper tooth brushing techniques.	<b>5</b>		
K.PCH.1.4	Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).	Not covered		
K.PCH.1.5	Select and use appropriate clothing according to the weather.		<b>7</b>	
<b>K.PCH.2</b>	<b>Understand necessary steps to prevent and respond to unintentional injury.</b>			
K.PCH.2.1	Recognize the meanings of traffic signs and safe practices for being a pedestrian and bicyclist.	<b>12, 13, 14</b>		<b>12</b> [bike safety]
K.PCH.2.2	Explain the benefits of safety equipment including seat belts, booster seats, helmets, mouth guards, shin guards, and flotation devices.	<b>15</b>		<b>11</b> [water safety], <b>12</b> [bike safety]
K.PCH.2.3	Illustrate how to get help in an emergency.	<b>18, 19</b>		
K.PCH.2.4	Identify appropriate responses to warning signs, sounds, and labels.	<b>10, 16</b>		

\*Additional grade-level columns show where topics are covered at an earlier or subsequent grade level.

HEALTH STANDARDS		GRADE K	GRADE 1	GRADE 2
<b>Interpersonal Communication and Healthy Relationships</b>				
<b>K.ICHR.1</b>	<b>Recognize healthy and effective interpersonal communication and relationships.</b>			
K.ICHR.1.1	Explain reasons for sharing.	Can be included in <b>1</b>		
K.ICHR.1.2	Recognize that all people have inherent value and dignity regardless of differences.	<b>1</b>		
K.ICHR.1.3	Give examples of protective behaviors to use when approached by someone who you don't know or someone who makes you feel unsafe.	<b>10</b>	<b>11, 20</b>	
K.ICHR.1.4	Recognize bullying, teasing, and aggressive behaviors and how to respond.	<b>11</b>		
<b>Nutrition and Physical Activity</b>				
<b>K.NPA.1</b>	<b>Identify sources of food and water and their importance to the body.</b>			
K.NPA.1.1	Recognize that food gives us energy.	<b>21</b>		
K.NPA.1.2	Identify that fruits and vegetables come from plants.	Can be included in <b>22</b>		
<b>K.NPA.2</b>	<b>State the importance of physical activity for the body.</b>			
K.NPA.2.1	List ways to be physically active.	<b>24, 25</b>		
<b>Alcohol, Nicotine, Cannabis and Other Drugs</b>				
<b>K.ANCOD.1</b>	<b>Understand household safety procedures for products and medicines with adult supervision.</b>			
K.ANCOD.1.1	Explain what is likely to happen if harmful household products are ingested or inhaled.	<b>16</b>		
K.ANCOD.1.2	Recognize that some medications look like candy.	Can be added to <b>7</b>		
K.ANCOD.1.3	Identify adults and professionals who can be trusted to provide safety information about household products and medicines.	<b>7</b>		
K.ANCOD.1.4	Use appropriate strategies to access help when needed in emergencies involving household products and medicines.	<b>18, 19</b>		

HEALTH STANDARDS		GRADE K*	GRADE 1	GRADE 2*
<b>Mental and Emotional Health</b>				
<b>1.MEH.1</b>	<b>Understand the connection between healthy expressions of emotions, mental wellness, and healthy behaviors.</b>			
1.MEH.1.1	Identify appropriate ways to express needs, wants and feelings.		4	
1.MEH.1.2	Describe how different situations impact emotions and vary among individuals.		4	
1.MEH.1.3	Utilize effective communication to express and cope with emotions.		4	
<b>1.MEH.2</b>	<b>Remember that effort and practice lead to improved skills.</b>			
1.MEH.2.1	Identify more than one strategy to solve a problem.		Can be included in 11, 14, 18, 19, 26	
1.MEH.2.2	Identify resources to get help with solving a problem.		9, 11, 18, 20	
<b>Personal and Consumer Health</b>				
<b>1.PCH.1</b>	<b>List various personal behaviors and practices that promote health and prevent disease.</b>			
1.PCH.1.1	Explain that germs produce illness and can be spread from one person to another.			5
1.PCH.1.2	Demonstrate measures for preventing the spread of germs.		5	5
1.PCH.1.3	Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems.	Not covered		
1.PCH.1.4	Use appropriate clothing according to the weather.		7	
<b>1.PCH.2</b>	<b>Understand necessary steps to prevent and respond to unintentional injury.</b>			
1.PCH.2.1	Identify and describe situations that cause injury.		7, 10, 12, 13, 14, 15, 16	
1.PCH.2.2	Identify items that can cause burns and strategies to prevent fire and burn injury.		15, 16	
1.PCH.2.3	Execute the Stop, Drop, and Roll response.		16	
1.PCH.2.4	Execute an emergency phone call.		17	
<b>Interpersonal Communication and Healthy Relationships</b>				
<b>1.ICHR.1</b>	<b>Understand healthy and effective interpersonal communication and relationships.</b>			
1.ICHR.1.1	Explain the importance of demonstrating respect for the personal space and boundaries of others.		3	
1.ICHR.1.2	Describe positive characteristics that are unique to each individual.	1	2 [focus is on families]	

\*Additional grade-level columns show where topics are covered at an earlier or subsequent grade level.

HEALTH STANDARDS		GRADE K	GRADE 1	GRADE 2
Interpersonal Communication and Healthy Relationships (continued)				
1.ICHR.1	Understand healthy and effective interpersonal communication and relationships. (continued)			
1.ICHR.1.3	Demonstrate how to tell a parent, guardian, or trusted adult when feeling threatened or unsafe.		18, 20	
1.ICHR.1.4	Recognize that anyone who has experienced bullying or mistreatment is not at fault.		18, 20	
1.ICHR.1.5	Demonstrate effective refusal skills, including saying no and moving away to enforce personal boundaries for yourself and others.		20	
1.ICHR.1.6	Identify a parent, guardian, or trusted adult within your home, school and community who can be informed when feeling threatened or harmed.		18, 20	
Nutrition and Physical Activity				
1.NPA.1	Describe where food and water come from and their importance to the body.			
1.NPA.1.1	Name the reasons why we need to drink water.		22	
1.NPA.1.2	Explore a variety of foods and why it's important to eat them.		21 [breakfast]	
1.NPA.1.3	Categorize the sources of a variety of foods.	Not covered		
1.NPA.2	Recognize the benefits of physical activity for the body.			
1.NPA.2.1	List physical activities that are beneficial to your body.		24, 25	
1.NPA.2.2	Describe enjoyable physical activities that can be done inside and outside of school.		25	
Alcohol, Nicotine, Cannabis and Other Drugs				
1.ANCOD.1	Understand household safety procedures for products and medicines with adult supervision.			
1.ANCOD.1.1	Recognize the harmful effects of medicine when used incorrectly.			6
1.ANCOD.1.2	Recognize how to behave safely with medicines and household cleaners.	16 [household products]		6 [medicines]
1.ANCOD.1.3	Explain the importance of asking an adult before handling household products.	Can be added to 16		
1.ANCOD.1.4	Identify strategies for reporting harmful substances.	16 [poisons], 17 [guns]	17 [calling 9-1-1]	

HEALTH STANDARDS		GRADE 1*	GRADE 2	GRADE 3*
<b>Mental and Emotional Health</b>				
<b>2.MEH.1</b>	<b>Demonstrate healthy expression of emotions, mental wellness, and healthy behavior.</b>			
2.MEH.1.1	Demonstrate appropriate ways to express needs, wants and feelings.		4	
2.MEH.1.2	Identify behaviors to avoid risk and promote mental wellness.		2, 3, 4, 9, 10, 11, 12, 13	
2.MEH.1.3	Examine the influence of peers, media, social media, technology, and the family on feelings, emotions, and behaviors.		1, 3, 4	
<b>2.MEH.2</b>	<b>Explain how challenges are opportunities for growth.</b>			
2.MEH.2.1	Model accessing a resource to get help with solving a problem.		4, 15, 25	
2.MEH.2.2	Recount at least two strategies to solve a problem.		Can be included in 4, 15, 25	
2.MEH.2.3	Identify strategies that can be applied to various situations to promote resiliency.		2, 3	
<b>Personal and Consumer Health</b>				
<b>2.PCH.1</b>	<b>Explain personal behaviors and practices that promote health and prevent disease.</b>			
2.PCH.1.1	Recall the benefits of good dental health.	6	7	
2.PCH.1.2	Execute the proper techniques for brushing teeth.	6	7	
2.PCH.1.3	Define sleep and its contribution to overall well-being.		7, 8	
2.PCH.1.4	Demonstrate ways to prevent the spread of germs that cause common communicable diseases.		5	
2.PCH.1.5	Explain the dangers associated with excessive sun exposure and methods for protecting oneself from these dangers.		7, 8	
<b>Interpersonal Communication and Healthy Relationships</b>				
<b>2.ICHR.1</b>	<b>Identify healthy and effective interpersonal communications and relationships to enhance well-being.</b>			
2.ICHR.1.1	Describe characteristics of a trusted friend.	3		
2.ICHR.1.2	Demonstrate techniques of active listening.	Covered in Grade K		
2.ICHR.1.3	Identify the characteristics of bullying and develop skills to respond appropriately.		14, 15	
2.ICHR.1.4	Exemplify how to communicate with others with kindness and respect.			3, 4, 5

\*Additional grade-level columns show where topics are covered at an earlier or subsequent grade level.

HEALTH STANDARDS		GRADE 1	GRADE 2	GRADE 3
Nutrition and Physical Activity				
2.NPA.1	Explain where food and water come from and their importance to the body.			
2.NPA.1.1	Explain the importance of eating a variety of foods from different groups according to the USDA.		17, 18	
		Food groups covered in Grade 4 – 16, 17		
2.NPA.1.2	Classify foods into groups according to USDA.	Food groups covered in Grade 4 – 16, 17		
2.NPA.1.3	Describe the body's signals when you are hungry and thirsty.		16 [drinking water]	17 [hungry/full]
2.NPA.1.4	Compare and contrast possible benefits of eating a meal with family or friends versus eating alone.	Not covered		
2.NPA.2	Examine the benefits of physical activity.			
2.NPA.2.1	Explain why the body needs daily physical activity.		20, 21	
Alcohol, Nicotine, Cannabis and Other Drugs				
2.ANCOD.1	Understand household safety procedures for products and medicines with adult supervision.			
2.ANCOD.1.1	Define medication and ways that it can be helpful and harmful.		6	8
2.ANCOD.1.2	Identify the importance of following healthcare provider directions with medications.		6	8



HEALTH STANDARDS		GRADE 2*	GRADE 3	GRADE 4*
<b>Mental and Emotional Health</b>				
<b>3.MEH.1</b>	<b>Explore characteristics of healthy expression of emotions, mental wellness, and personal awareness that contribute to well-being.</b>			
3.MEH.1.1	Identify the body's physical response and appropriate ways to express needs, wants, and feelings.		<b>2</b>	
3.MEH.1.2	Elaborate on the influence of peers, social media, technology, and the family on feelings, emotions, and behaviors.		<b>2, 3, 4</b>	
3.MEH.1.3	Explore strategies that can be applied to promote a growth mindset and resiliency.		<b>1</b>	
3.MEH.1.4	Summarize how to access resources for assistance with feelings, various challenges, and mental wellness.		<b>2</b>	
<b>3.MEH.2</b>	<b>Explain how challenges are opportunities for growth.</b>			
3.MEH.2.1	Describe how persistent effort and trying alternate strategies can help solve a problem.		Can be included in <b>1, 3, 4, 15</b>	
3.MEH.2.2	List at least two resources for help to solve a challenging problem.		Can be included in <b>1, 3, 4, 15</b>	
<b>3.MEH.3</b>	<b>Explain how challenges are opportunities for growth.</b>			
3.MEH.3.1	Explain how positive stress management techniques are beneficial for our overall wellness.			<b>3</b>
3.MEH.3.2	Construct a list of positive self-management techniques and resources you can use to cope with stress.			<b>3</b>
<b>Personal and Consumer Health</b>				
<b>3.PCH.1</b>	<b>Apply personal behaviors and practices that promote health and prevent disease.</b>			
3.PCH.1.1	Recognize dental hygiene practices prevent plaque, gum disease and cavities.	Dental health covered in Grade K – 5 and Grade 1 – 6		
3.PCH.1.2	Implement proper flossing to prevent tooth decay and gum disease.	Covered in Grade 1 – 6		
3.PCH.1.3	Explain the importance of personal hygiene in supporting one's health.		<b>6, 7</b>	
3.PCH.1.4	Describe how sleep and regular physical activity benefit your health.	<b>7, 8</b> [sleep]	<b>23, 24</b> [physical activity]	
<b>3.PCH. 2</b>	<b>Explain necessary steps to prevent and respond to unintentional injury.</b>			
3.PCH.2.1	Demonstrate methods for prevention of common unintentional injuries.		<b>9, 10, 11</b>	
3.PCH.2.2	Summarize methods that increase and reduce injuries in and around water.		<b>10, 11</b>	
3.PCH.2.3	Identify ways to prevent injuries from firearms.		<b>10, 11</b>	
3.PCH.2.4	Implement a plan to escape fire at home while avoiding smoke inhalation.		<b>10, 11</b>	

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HEALTH STANDARDS		GRADE 2	GRADE 3	GRADE 4
<b>Interpersonal Communication and Healthy Relationships</b>				
<b>3.ICHR.1</b>	<b>Explain healthy and effective interpersonal communications and relationships to enhance well-being.</b>			
3.ICHR.1.1	Identify behaviors that promote healthy relationships with families and peers.		<b>3</b> [family], <b>4</b> [friends]	
3.ICHR.1.2	Demonstrate effective communication skills and personal boundaries to enhance respect and well-being for others and self.		<b>4, 5</b>	
3.ICHR.1.3	Recognize the causes of conflict and apply appropriate strategies for resolution.			<b>14, 15</b>
<b>Nutrition and Physical Activity</b>				
<b>3.NPA.1</b>	<b>Recall why the body needs a variety of foods.</b>			
3.NPA.1.1	Recall the food groups and what foods are in each food group, according to the USDA.			<b>16, 17</b>
3.NPA.1.2	Identify food group components of a variety of example meals.		<b>17, 19</b>	
3.NPA.1.3	Plan activities for fitness and recreation during out of school hours.		<b>23, 24</b>	
<b>3.NPA.2</b>	<b>Investigate factors that influence which foods we eat.</b>			
3.NPA.2.1	Identify the sources of a variety of foods.		<b>17</b>	
3.NPA.2.2	List the factors that influence which foods you eat.		<b>21</b>	
3.NPA.2.3	List the body's signals when you are hungry and thirsty.		<b>17</b>	
<b>3.NPA.3</b>	<b>Examine the benefits of physical activity.</b>			
3.NPA.3.1	Categorize different activities for all levels of ability in order to promote overall wellness.		<b>23</b>	
<b>Alcohol, Nicotine, Cannabis and Other Drugs</b>				
<b>3.ANCOD.1</b>	<b>Apply household safety procedures for products and medicines with adult supervision.</b>			
3.ANCOD.1.1	Summarize how medications can help with common health problems.		<b>8</b>	
3.ANCOD.1.2	Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.		<b>8</b>	
<b>3.ANCOD.2</b>	<b>Apply strategies involving risk reduction behaviors to protect self and others from the negative effects of alcohol, nicotine, and other drugs.</b>			
3.ANCOD.2.1	Recognize refusal skills when confronted or pressured to use alcohol, nicotine, cannabis, or other drugs.		<b>29</b>	
3.ANCOD.2.2	Identify refusal skills when personal safety is at risk.		<b>16, 29</b>	

HEALTH STANDARDS		GRADE 3*	GRADE 4	GRADE 5*
Mental and Emotional Health				
4.MEH.1	Examine characteristics of health expression of emotions, mental wellness, and personal awareness that contribute to wellbeing.			
4.MEH.1.1	Identify strategies that can be adapted when dealing with a challenging problem.	13	14 [in context of resolving conflict]	
4.MEH.1.2	Identify growth mindset strategies for everyday problems.	1		1
4.MEH.1.3	Explore individual character strengths that contribute to mental wellness.	1, 5		1
4.MEH.2	Summarize positive and negative stressors to promote well-being.			
4.MEH.2.1	Determine personal positive and negative stressors.		2, 3	
4.MEH.2.2	Explore personal positive stress management strategies.		3	
Personal and Consumer Health				
4.PCH.1	Apply personal behaviors and practices that promote health and prevent disease.			
4.PCH.1.1	Compare methods that prevent the spread of germs.		7	
4.PCH.1.2	Describe factors which lead to sufficient sleep and regular physical activity.		7 [sleep], 18 [activity]	
4.PCH.1.3	Recognize and respond to obvious symptoms of common childhood illnesses and conditions such as asthma, allergies, diabetes, and epilepsy.			5
4.PCH.1.4	Create a personal dental health plan.		Can be addressed as a goal in 9	
4.PCH.2	Understand necessary steps to prevent and respond to unintentional injury.			
4.PCH.2.1	Identify personal protection equipment needed for sports or recreational activities.		11	
4.PCH.2.2	Illustrate skills for providing first aid for choking victims.	HealthSmart does not cover hands-on first-aid procedures		
4.PCH.3	Understand body systems and organs, their functions, and their care.			
4.PCH.3.1	Identify the basic components and functions of the respiratory system.	Not covered		
4.PCH.3.2	Summarize habits to care for the skin.		7 [sun protection]	33 [puberty-related hygiene]
Interpersonal Communication and Healthy Relationships				
4.ICHR.1	Apply healthy and effective interpersonal communications and relationships to enhance well-being.			
4.ICHR.1.1	Demonstrate respect and empathy for others.	4, 5		3, 36
4.ICHR.1.2	Interpret non-verbal communications of others.	4		3

\*Additional grade-level columns show where topics are covered at an earlier or subsequent grade level.

HEALTH STANDARDS		GRADE 3	GRADE 4	GRADE 5
Interpersonal Communication and Healthy Relationships (continued)				
4.ICHR.1	Apply healthy and effective interpersonal communications and relationships to enhance well-being. (continued)			
4.ICHR.1.3	Apply appropriate strategies for conflict resolution for conflict/bullying.		14, 15	9
4.ICHR.1.4	List characteristics of healthy relationships including empathy, respect, patience, and kindness.			2
4.ICHR.2	Understand the changes that occur during puberty and adolescence.			
4.ICHR.2.1	Summarize physical and emotional changes during puberty.		25, 26	
4.ICHR.2.2	Recognize that individuals experience puberty at different ages and for different lengths of time (early, average, late).		25, 26	
Nutrition and Physical Activity				
4.NPA.1	Interpret tools to apply nutrition information.			
4.NPA.1.1	Using a school lunch or breakfast menu, plan a meal that includes 3–5 different food groups.		Can be included in 16, 17	
4.NPA.1.2	Explain that foods are generally grouped into food groups based on the nutrients they provide.		16, 17	
4.NPA.2	Explore external factors that affect which foods we eat.			
4.NPA.2.1	Evaluate influences that affect the food you eat.	21		
4.NPA.2.2	List measures to prevent food borne illnesses, including washing hands and food storage methods.	Covered in Middle School NPA – 8		
4.NPA.3	Compare the benefits of different activities for your body to promote wellness.			
4.NPA.3.1	Identify short- and long-term benefits of moderate and vigorous physical activity.		18	
4.NPA.3.2	Describe the benefits of drinking water before, during, and after physical activity.	18		
Alcohol, Nicotine, Cannabis and Other Drugs				
4.ANCOD.1	Understand health risks associated with the use of nicotine products.			
4.ANCOD.1.1	Summarize the short-term and long-term effects of nicotine products.		20	
4.ANCOD.1.2	Explain why nicotine products are addictive.		20	
4.ANCOD.2	Understand why people use nicotine products.			
4.ANCOD.2.1	Identify possible personal and societal influences on nicotine use.		21	
4.ANCOD.2.2	Analyze the use of various marketing strategies to influence people to purchase various nicotine products.		21	

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
<b>Alcohol, Nicotine, Cannabis and Other Drugs</b> (continued)			
<b>4.ANCOD.3 Apply risk reduction behaviors to protect self and others from alcohol, nicotine, cannabis, and other drug use.</b>			
<b>4.ANCOD.3.1</b> Identify refusal skills to resist the pressure to experiment with a variety of nicotine products.		<b>22, 23</b>	
<b>4.ANCOD.3.2</b> Select strategies to use in avoiding situations in which smoked and electronic nicotine products are being used to minimize exposure to secondhand smoke and aerosol.		<b>22, 23</b>	

HEALTH STANDARDS		GRADE 3*	GRADE 4*	GRADE 5
<b>Mental and Emotional Health</b>				
<b>5.MEH.1</b>	<b>Summarize strategies to address persistent, challenging, or negative thoughts and emotions.</b>			
5.MEH.1.1	Identify ways to cope with challenging situations.			<b>1, 9, 12, 13, 33, 38</b>
5.MEH.1.2	Identify a parent, guardian, or trusted adult to talk with about feelings.	<b>2</b>	<b>6</b>	<b>2, 38</b>
5.MEH.1.3	Describe how the expression of emotions or feelings can help or hurt oneself or others.	<b>2</b>	<b>4, 5</b>	
<b>5.MEH.2</b>	<b>Investigate positive stress management strategies.</b>			
5.MEH.2.1	Compare and contrast personal current and newly identified stress management strategies.		<b>3</b>	
5.MEH.2.2	Implement new positive stress management strategies.		<b>3</b>	
<b>5.MEH.3</b>	<b>Develop growth mindset strategies for everyday problems.</b>			
5.MEH.3.1	Explain how practicing a growth mindset can help solve challenging problems.			<b>1</b>
5.MEH.3.2	Explain the importance of adjusting strategies and persistent effort to solve problems.			<b>1</b>
<b>Personal and Consumer Health</b>				
<b>5.PCH.1</b>	<b>Utilize personal behaviors and practices that promote health and prevent disease.</b>			
5.PCH.1.1	Develop a personal hygiene plan.		<b>9</b> [if hygiene chosen as the goal]	<b>6</b>
5.PCH.1.2	Outline personal strategies to obtain sufficient sleep and regular physical activity.		<b>9</b> [if sleep chosen as the goal]	<b>22, 23</b> [if activity chosen as the goal]
5.PCH.1.3	Discuss the benefits of sunlight, and the importance of taking measures to prevent sunburn.		<b>7</b>	
<b>5.PCH.2</b>	<b>Understand necessary steps to prevent and respond to unintentional injury.</b>			
5.PCH.2.1	Implement safety strategies to avoid causing injury to self and others.		<b>12</b>	
<b>5.PCH.3</b>	<b>Understand body systems and organs, functions, and their care.</b>			
5.PCH.3.1	Summarize the functions of the organs which make up the digestive system.	Not covered		
5.PCH.3.2	Interpret the relationship between and among the vessels and organs of the circulatory system.	Not covered		

\*Additional grade-level columns show where topics are covered at an earlier or subsequent grade level.

HEALTH STANDARDS		GRADE 3	GRADE 4	GRADE 5
Interpersonal Communication and Healthy Relationships				
5.ICHR.1	Analyze healthy and effective interpersonal communications and relationships to enhance well-being.			
5.ICHR.1.1	Recognize the dangers of communicating with known and unknown peers and adults within the community and online.	Not covered		
5.ICHR.1.2	Identify a parent, guardian, or trusted adult and resources for assistance with unhealthy communication with peers, adults, and strangers within the community and online.	13 [safe decisions], 16 [abuse]		9 [bullying]
5.ICHR.1.3	Categorize the factors of a healthy relationship with peers, family, and adults.			2
5.ICHR.1.4	Model appropriate strategies for conflict resolution for conflict/bullying.		15 [conflict resolution]	9 [bullying]
5.ICHR.2	Summarize the changes that occur during puberty and adolescence.			
5.ICHR.2.1	Define physical, mental-emotional, and cognitive changes.			32, 33
5.ICHR.2.2	Identify valid accurate sources of information about puberty and development.			38
5.ICHR.2.3	Explain physical changes during puberty.			34, 35
5.ICHR.2.4	Identify how peers, adults, resources, and cultural influences can impact behavioral choices and feelings during puberty.			Can be addressed in 32 or 33
5.ICHR.2.5	Analyze media messages as they relate to their influence on perceptions about desirable bodies.	Covered in Middle School NPA – 11		
Nutrition and Physical Activity				
5.NPA.1	Use tools and resources to interpret nutrition information.			
5.NPA.1.1	Name the primary nutrients that each food group provides.	Covered in Middle School NPA – 1		
5.NPA.1.2	Using the USDA Food Groups plan a meal with 3-5 food groups included.			17
5.NPA.1.3	Calculate nutrients based on the components of a Nutrition Facts label.			18 [junk foods]
		Covered in Middle School NPA – 4		
5.NPA.2	Investigate external factors that affect which foods we eat.			
5.NPA.2.1	Describe how family and culture influence food choices, other eating practices, and enjoyment of food.			19
5.NPA.2.2	Describe how school and community settings influence food choices and other eating practices and behaviors.	21		19
5.NPA.2.3	Describe how media/technology influence what and how we eat.	21		
5.NPA.3	Evaluate the benefits of different activities for your body to promote wellness.			
5.NPA.3.1	Develop a plan to implement a variety of physical activities into your daily routine that includes warm-up, stretching, and proper hydration.			22, 23

HEALTH STANDARDS	GRADE 3	GRADE 4	GRADE 5
Alcohol, Nicotine, Cannabis and Other Drugs			
5.ANCOD.1 Understand health risks associated with using alcohol, nicotine, cannabis, and other drugs.			
5.ANCOD.1.1 Explain the short-term and long-term effects of alcohol, nicotine, and cannabis misuse.		20 [nicotine/ alcohol]	24 [alcohol]
	Middle School TAOD – 4 [cannabis]		
5.ANCOD.1.2 Understand the effects of alcohol, nicotine, cannabis, and other drug misuse on others.			24, 25, 31 [alcohol]
	Middle School TAOD – 8		
5.ANCOD.2 Recognize why people misuse alcohol, nicotine, cannabis, and other drug products.			
5.ANCOD.2.1 Identify personal and societal influences to use alcohol, nicotine, cannabis, and other drug products.			25, 26, 27 [alcohol]
	Middle School TAOD – 9		
5.ANCOD.2.2 Analyze the use of various marketing strategies to influence people to use alcohol, nicotine, cannabis, and other drug products.			27 [alcohol]
	Middle School TAOD – 14		
5.ANCOD.3 Apply risk reduction behaviors to protect oneself and others from alcohol, nicotine, cannabis, and other drug misuse.			
5.ANCOD.3.1 Use refusal skills to resist the pressure to experiment with alcohol, nicotine, cannabis, and other drugs.			28 [alcohol]
	Middle School TAOD – 15, 16		
5.ANCOD.3.2 Create a plan for maintaining a drug-free lifestyle that includes challenges to the plan and ways of overcoming the challenges.			29, 30 [alcohol]
	Middle School TAOD – 17		